



Effectiveness of Group Guidance and Discussion Techniques and Its Effect on Level Social Interaction of Mosque Youth

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Abstract

This article explains the effectiveness of group guidance and discussion techniques and their influence on the level of social interaction among mosque youth. As social beings in the community, teenagers always carry out a process of social interaction with fellow individuals and other groups in community life. However, the ability to interact among adolescents is still low and some even have difficulty adjusting to social interactions. This research is a quantitative study using the pre-experimental design method, type one group pretest-posttest (preliminary test, final test of a single group). The total population was 12 mosque teenagers, because this research was conducted on teenagers from the Nurul Iman Pasirpengaraian mosque. Data were collected using questionnaires and observations and using a total item correlation limit of $r_{ix} 0.25$ as the item selection criterion. Assessment analysis can be obtained from the results of calculating pretest and posttest scores. The acquisition of pretest and posttest scores is carried out in several stages. The initial stage is the pretest activity, and the final stage is the posttest activity. The results of this study indicate that the level of social interaction among adolescents at the Nurul Iman mosque, before being given treatment, is still classified as in the low category which is in the interval range 47 to 56. Then it has increased from 47.58 to 79.25, which means that group guidance and discussion techniques have an effect on adolescent social interactions.

Keywords: Group Guidance, Discussion Techniques, Mosque Youth

Introduction

Individuals are the smallest part of a community. As social creatures, they always carry out processes of social interaction with fellow individuals and other groups in community life. Social interaction is a dynamic social relationship that involves relationships between individuals, between groups of people, as well as between individuals and other human groups. According to Dasrun that social interaction is a relationship between two or more individuals who mutually influence, change, and or improve the behavior of one individual to another. According to Binti Maunah in Delima and Kumala Sari, social interaction can be done directly (face to face) or indirectly. (Delima & Kumala Sari, 2021).

Thus, it can be understood that if two people meet and face each other, social interaction will occur. An individual can adapt well to an environment and is easily accepted there. This social interaction does not only occur in the family environment, residential or community environment, work environment, and educational environment, but this social interaction will occur anywhere and at any time, even when we meet people, make direct contact. and communication. Social interaction is an important thing that must be done by every individual and group. If social interaction does not go well, it can lead to alienation (Melchipriyusni, et al, 2013).

So based on this, it can be understood that social interaction is the key to all social life, therefore without social interaction, there would be no possibility of living together, the mere meeting of individuals physically would not result in social interaction in a social group. Because basically humans are God's creatures and are personal creatures as well as social, moral and religious creatures.

One group that is part of the community members is adolescents who, when they are in the early stages of their biological development, want to try everything they don't know, want to try what adults do, have a strong curiosity to know everything they want found out. So the biggest challenge for adolescents relates to their need to find their place in society and feel that this place is suitable for them. This socialization process involves the integration of adolescents with society. This process takes place simultaneously with the search for personal identity, so that during this period it is hoped that adolescents can control themselves. When teenagers interact with each other, they must be able to adjust it. However, many teenagers cannot adapt to this. Interaction can help teenagers develop their language skills and social skills. Human nature as a personal, moral and religious creature must be developed in a balanced, harmonious and harmonious manner. It is necessary to realize that humans only have meaning in relation to other humans in society. Humans have the meaning of living properly if they are among other humans.

Within the scope of society every individual has different abilities in carrying out social interactions, including teenagers. If the individual has good social interaction skills, then he will easily adjust to a particular group. Conversely, if an individual has low interaction skills, he will have difficulty adjusting, which will have an impact on his social life. In addition to this, individuals who have low interaction skills will tend to isolate themselves and have no friends. This lack of interaction ability makes individuals feel alienated from the environment, so this can lead to bullying behavior from other individuals to individuals who are quiet and lack friends (Pratiwi, 2016). Therefore, someone who has not been able to interact properly will have a major impact on comfort, psychological condition, difficulty expressing opinions, embarrassment of appearing in public, and disrupting learning achievement. With conditions like this, it will be difficult for them to be accepted in the surrounding environment, both the community environment and even the educational environment. The most severe impact caused by a lack of social interaction is that it can cause stress, even conflict with those closest to you.

Indeed, there is not much difference between people who have high and low levels of social interaction. However, in distinguishing between these two things, we can see several

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characteristics that emerge from each individual in their social life. The characteristics of individuals who have low or poor social interaction skills are demonstrated by several behaviors, namely; first, individuals will tend to be more silent. Second, being too indifferent in many things, especially in communication between friends. Third, not responsive to social contact provided by other individuals. Fourth, individuals feel embarrassed, either embarrassed to socialize with friends or embarrassed if they have to speak in front of many people. Fifth, having an inferior attitude towards other people and not believing in one's own abilities. Sixth, have difficulty getting along with other friends. Seventh, have limited or few friends. Eighth, have a habit of being alone and don't really like interacting with other individuals. Ninth, rarely communicate with fellow friends or even rarely greet other individuals. Tenth, when expressing opinions or talking to other people, always ask for help from other people (parents), and are nervous if you have to speak alone without the help of others(Andarbeni, 2013).

In social life, not all individuals can carry out social interactions well. There is a phenomenon like this in teenagers where the author found that if the teenager wants to express his opinion, he will ask his close friends for help to convey it, he also rarely interacts with other people, when he meets peers or older people, and they choose to remain silent. When greeting or showing facial expressions such as smiling. The lack of social interaction in these teenagers can also be seen from the small number of friends they have, only around two or three people. Social interaction is an important ability that teenagers must have, if their social interaction skills are low,

In this case, those who can overcome these problems, of course, through guidance and counseling services that can be provided are in the form of group guidance services with discussion techniques. We can interpret group guidance as an association between several people who form a group, and within the group there is a process of providing assistance. The process aims to prevent problems and develop the potential of each group member.

Literature Review

According to Prayitno in Tohirin, group guidance is a guidance service provided to groups with the aim that group members become stronger, bigger and more independent. Group guidance can also be interpreted as a way of providing assistance to individuals through group activities (Tohirin, 2013). In other words, Group guidance is one of the services available in guidance and counseling.

Group guidance itself provides information and insight to clients and allows one client to exchange opinions and provide input to each other. And in its implementation, group guidance also has a theory that is used as a basis or foundation. However, before discussing the theory used in group guidance, it would be better if we knew first about group guidance. Group tutoring is guidance services provided in a group setting. Gazda stated that the guidance group was held to provide “personal” information”, “vocational,” and “social” (Prayitno and Erma, 2003)

Group guidance service itself is a way of providing assistance (guidance) to individuals through group activities. In group guidance services, group activities and dynamics must be

realized to discuss various things that are useful for the development or solving problems of individuals who are service participants. In group guidance services, general topics of concern to group members are discussed (Tohirin, 2013).

Group members can be permanent or non-permanent members, but in its implementation there must be a) group members, homogeneous or heterogeneous, b) a guide or counselor, and c) carrying out activities (discussing problems). The implementation of this group guidance allows guidance participants to collectively obtain information and materials from certain sources, especially supervisors or counselors, which can be used to support their daily lives, both for the individual themselves, their family members and the community and can be used to as consideration in decision making (Dewa Ketut Sukardi, 2010). That is, all participants in group activities must interact with each other, free to express opinions, respond, give suggestions, and so on. The things discussed in the group are all beneficial for the participants themselves, and for other participants. So based on this explanation, it can be understood that group guidance is an activity carried out by a group of people with the interaction between members exchanging opinions and providing advice led by the group leader by utilizing group dynamics.

Research Methods

The research is quantitative research using a pre-experimental design method type one group pretest-posttest (initial test, single group final test). In this design the test is carried out twice, namely before and after being given the experimental treatment. The test carried out before getting the treatment is called the pretest. The pretest was given to the experimental class (O1). After carrying out the pretest, the author provides treatment in the form of group guidance services (X), in the final stage the author provides a posttest (O2). The total population is 12 mosque teenagers, because this research was conducted on teenagers from the Nurul Iman Pasirpengaraian mosque who will be given group guidance services. The criteria set include teenagers who have low social interaction and teenagers who are willing to be given group guidance services. Data were collected using questionnaires and observations and using a total item correlation limit of $r_{ix} \geq 0.25$ as the item selection criterion. Thus, items with a coefficient of < 0.25 are declared invalid, while items that are considered valid are items with a correlation coefficient of ≥ 0.25 . To see the item discriminating index, the researcher used program assistance (SPSS) 23 for windows, on the social interaction scale the 28 items were declared valid by the total item correlation values from the range 0.280 – 0.800. Assessment analysis can be obtained from the results of calculating pretest and posttest scores. The acquisition of pretest and posttest scores is carried out in several stages. The initial stage is in pretest activities,

Results and Discussion

Goals of Group Tutoring

In general, group counseling aims to develop social skills, especially the communication skills of the mentor participants. More specifically, group guidance aims to encourage a person to be able to develop feelings, thoughts, perceptions, insights and attitudes that support the

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realization of more effective and positive behavior, namely increasing the ability to communicate both verbally and non-verbally (Tohirin, 2014).

The information provided in group guidance is primarily intended to improve and develop self-understanding and understanding of others, while changing attitudes is an indirect goal. (Nurihsan, 2007)

After carrying out this group guidance, it can be expected that group members can understand and apply what has been obtained to solve their problems. And the specific purpose of this guidance is to help achieve developmental goals covering aspects including: personal, social, learning, and career. Personal social guidance is intended to achieve the goals and tasks of personal-social development in realizing a pious, independent and responsible person.

There are a number of goals that group members want to achieve through group guidance, namely:

- a) Learn to understand yourself and others;
- b) Finding various possible ways of dealing with developmental problems and efforts to resolve certain conflicts increases the ability for self-control, independence, and responsibility towards oneself and others;
- c) Make a specific plan to change certain behavior and with self-awareness earnestly to fully implement the plan;
- d) Learn effective social skills; learn to confront others in a way that is gentle, considerate, friendly, and controlled, as well as;
- e) Changing from living solely to be what others expect or want to be living according to oneself's expectations which is full of blessings.

Group Guidance Function

In theory, the function of group guidance in general is as a facilitator and motivator for clients in an effort to overcome and solve problems in the lives of clients with the abilities that exist in them. As has been explained that the purpose of this guidance is for students to find themselves, know themselves, and be able to plan for their future. With this kind of relationship, guidance and counseling function as service providers to students so that each student can develop optimally so that they become whole and independent individuals. Guidance and counseling functions consist of several functions, including:

- 1) Understanding function, namely the guidance function that produces understanding of something by certain parties in accordance with the interests of individual development. The function of this understanding is, a) understanding of the individual himself, b) understanding of the environment including the family and school environment, c) understanding of the wider environment, especially in educational information, position/job, career and cultural information.
- 2) Preventative function, namely the guidance function of this group which will result in the prevention or avoidance of individuals from various problems that arise, which might disturb and hinder the individual.

- 3) Alleviation or improvement function, through this function this group guidance service will be completed and resolved various problems experienced by individuals. This guidance service seeks to help solve problems faced by individuals, whether in nature, type or form. This approach is used in providing assistance which can be in the form of individual guidance or group guidance.
- 4) Maintenance and development function, namely the guidance function of this group which will result in the maintenance and development of several potential and positive conditions of students in the context of their self-development in a directed, steady and sustainable manner. This is seen as a positive thing to keep in good condition. In this way, students are expected to achieve optimal personality development.
- 5) The advocacy function, namely the guidance function of this group which will produce advocacy for individuals in an effort to optimally develop all potential.
- 6) Channeling function, is a guidance function in helping individuals choose and establish mastery of a career or position in accordance with their interests, talents, skills, and other personality traits. In carrying out this function, counselors need to collaborate with other educational institutions within and outside educational institutions.
- 7) Adaptation function, namely the function of helping educational implementers, especially teachers and lecturers, lecturers and homeroom teachers to adapt educational programs to educational backgrounds, interests, abilities and individual needs. Supervisors can help teachers and lecturers in treating individuals appropriately, both in selecting and compiling lecture materials, choosing lecture methods and processes, being able to adapt lecture materials according to individual abilities and speed.
- 8) Adjustment function, namely the guidance function of this group in helping individuals find optimal self-adjustment and development.(Acham Juntika, 2010).

Principles of Group Guidance

There are three basic ethics of guidance according to Munro, Manthei & Small, namely the principle of confidentiality, the principle of voluntarism, and the principle that decisions are made by the client himself. These principles underlie all group guidance service activities.

- 1) The principle of secrecy is that everything that is discussed and appears in group activities should be a group secret that only group members can know and not disseminate outside the group. All group members should be aware of this and be determined to carry it out. The application of the confidentiality principle is felt to be more important in group guidance considering that the subject matter is a personal problem experienced by group members. Here the position of the principle of confidentiality is the same as in individual guidance services. The group leader must seriously strengthen this principle, so that all group members are fully committed to being able to implement it.
- 2) Principle of volunteerism. Voluntary group members start from the beginning of the group formation plan by the counselor (group leader). Volunteering is continually fostered through the efforts of group leaders to develop effective group requirements and structuring of group mentoring services. With volunteering, group members will be able to realize their respective active roles to achieve service goals.

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- 3) Principles of Recency and Normativeness. Group dynamics in group guidance are intensified and effective when all group members fully apply the principles of activity and openness. They actively and openly present themselves without fear, shame or doubt. Group dynamics are getting higher, fuller and more varied. Input and touch become richer and more pronounced. Group guidance service participants are increasingly likely to get valuable things from this service. The present principle provides actual content in the discussions being carried out, group members are asked to state things that are happening and happening right now. Matters or past experiences are analyzed and linked in relation to the importance of discussing things that are happening and happening now. Things that will come are planned in accordance with the conditions that exist now. The normative principle is practiced with regard to ways of communicating and being polite in group activities, and in packing the contents of the discussion. Meanwhile, the principle of expertise is shown by the group leader in managing group activities and developing the process and content of the discussion as a whole.

Based on the principles mentioned above, it is hoped that group members can apply them in the implementation of group guidance with the aim that the implementation of group guidance can be carried out as expected. Group tutoring is carried out in small, medium and large formats, or in classes. Providing information in group guidance is primarily intended to increase understanding of reality, the rules of life, and how to complete tasks and achieve the future.

Organizing Group Tutoring

Group guidance services are carried out in three groups, namely small groups (2-6 people), medium groups (7-12 people), and large groups (13-20 people) or classes (20-40 people). first it is necessary to form counselee groups (convicts). There are two types of groups, namely permanent groups (whose members remain for a certain period of time, for example one month or one cawu) and non-permanent or indential groups (whose members are not permanent: the group is formed for certain specific purposes).

Groups continue to carry out their activities periodically, according to the schedule set by the supervisor, while groups do not continue to carry out their activities based on opportunities offered by the supervisor or based on the counselee's own request who wants to discuss certain problems through group dynamics. For permanent groups, the supervisor prepares a group activity schedule regularly and continuously from one activity to another, for example each group carries out activities once every two weeks, with varying language topics.

Whereas for non-permanent groups, the time of their activities can be determined or by mutual agreement, with the language topics offered as well. Counselors also need to provide opportunities for counselees to form their own groups and carry out group activities with language topics of their own choosing. For the last type of group, the supervisor needs to pay special attention so that the group formed by the counselee does not lead to an exclusion group.

Group Leader

A person who is a group leader must understand and comprehend his role in group guidance activities. The role of a leader can be explained as follows:

- 1) A leader must form a group consisting of several group members before carrying out group guidance activities.
- 2) The group leader must also discuss with the group members the objectives to be achieved in carrying out this group guidance.
- 3) The group leader regulates the progress or stages of group guidance. A group leader must assess the results of group guidance activities that have been carried out previously. Is it good and effective enough to make group members practice communicating? The leader must also carry out follow-up on the services that have been provided.

The role of the group leader was also explained by Prayitno as follows:

- 1) The group leader must show himself completely and openly to the group members.
- 2) A leader must also show respect for group members, and the leader must also be willing to help members in an empathetic manner.
- 3) Leaders as models or examples in action.
- 4) Accept patiently the atmosphere that occurs in the group.
- 5) Not taking over power in the group directly.
- 6) Leaders play a role in organizing activities according to their stages.
- 7) Play a role in motivating members.
- 8) Leaders also encourage members to take part in further activities.

Based on some of these explanations, it can be concluded here that in general the role of the group leader in carrying out group guidance activities is as a regulator of the course of group activities according to the flow. As a driving force for members so they can carry out the results of guidance. (Tohirin, 2014)

Social interaction

According to Walgito social interaction is a relationship between one individual and another individual, one individual can influence another individual or vice versa, so there is a reciprocal relationship. Social interaction is one way for individuals to maintain the individual's social behavior so that individuals can still behave socially with other individuals. (Virgia Ningrum Fatnar, 2014) Social interaction according to Bonner is a relationship between two or more individual human actors, where the behavior of one individual influences, changes or improves the behavior of another individual, or vice versa. (Asri Budiningsih, 2008). According to Santoso, social interaction can also increase the amount or quantity and quality or quality of individual social behavior so that individuals are more mature in social behavior with other individuals in social situations. (Virgia Ningrum Fatnar, 2014)

Some of the theories above can be concluded that, social interaction is a relationship between one individual and another individual, in the sense that each individual influences each other in the form of behavior that will have an impact on the development of the behavior of other individuals.

Characteristics of Social Interaction

The process of social interaction in society has characteristics among others namely; a) there are two or more actors, b) there is a reciprocal relationship between the actors, c) it begins with social contact, either directly, d) has clear aims and objectives. (Virgia Ningrum Fatnar, 2014)

The characteristics of social interaction as stated by Baswori in his book entitled *Introduction to Sociology* are as follows, a) the existence of more than one actor, b) the existence of communication between actors using symbols, c) the existence of a time dimension (past, present and future) which determine the nature of the action taking place, d) the existence of certain goals, regardless of whether or not these goals are the same as those predicted by the observer. (Hasnawiyah, 2016)

Meanwhile, according to Herimanto and Winarno, social interaction has the characteristics, namely, a) there is more than one person involved, b) there is communication between actors through social contact, c) it has aims and objectives, d) regardless of whether or not the goal is the same as that predicted by perpetrator, e) the presence of a time dimension that will determine the attitude of the action that is taking place. (Amestia Prasinata, 2017)

Based on several opinions above as explained by different experts, of course they have different words or expressions, but not with different meanings. The characteristics of social interaction above explain that an interaction can be said to be social interaction if it has one or two more people interacting with each other. interact to form a plan whether the goal is the same or not.

Terms of Social Interaction

In the social process, it can be said that there is social interaction when it fulfills the requirements as an aspect of living together. According to Gillin and Gillin in Yesmil Anwar in Soerjono Soekanto, et al (2013) put forward the conditions for the occurrence of social interaction, namely:

1) There is social contact

In a sociological sense, contact is a social phenomenon. Someone will be able to make contact with other parties without holding physical touch, for example talking to other people by telephone, letters, and so on. So, social contact is an individual or group action in the form of a sign that has meaning for the perpetrator and the recipient, and the recipient responds to that action with a reaction. We differentiate contacts based on the manner, nature, form, and degree of contact. Social contact can take place in three forms, namely as follows:

- a) Between individuals. This social contact is when young children learn the habits of their family. This process occurs through socialization, which is a process where new members of society learn the norms and values of the society of which they are members.
- b) Between individual people and a group of people or vice versa. For example, this social contact is when someone feels that actions are contrary to societal norms

or when a political party forces its members to conform to its ideology and program.

- c) Between one human group and another human group. An example is two political parties working together to defeat a third political party in general elections, or what if two construction companies enter into a contract to build roads, bridges, and so on in a newly opened area.
- d) There is Communication. Communication is someone giving an interpretation of another person's behavior, such as conversation, bodily movements or attitudes, what feelings that person wants to convey. Then the person concerned then reacts to the feelings that the other person wants to convey. The above is reinforced by Herbert Blumer's opinion in Yesmil Anwar and Adang, that the process of social interaction can occur if there is social contact and communication between two individuals or groups. Social contact is the first stage of social relationships. Meanwhile, communication is the delivery of information and the provision of interpretations and reactions to the information conveyed. (Yesmil Anwar & Adang, 2013)
- e) Adaptation. Adaptation, is relating or getting along with other people. There are several types of adaptation that occur in each ethnic nation, including, a) adaptation by immigrants to the local population, b) adaptation by the local population by immigrants, c) adaptation that is not carried out by any party, where each Ethnic and national groups remain silent without adapting. (Syafuruddin Ritonga & Ian Adian Tarigan, 2011)

From the above theories, it can be concluded that social interaction can occur if several conditions are met, including social contact, communication and adaptation. These three points are interrelated, where every person who will interact with other people must have social contact first and then be able to communicate, of course, with adaptation between two or more people. Thus social interaction can occur properly and smoothly. Every interaction always implies interpersonal communication, and vice versa, every interpersonal communication always contains interaction and it is very difficult to separate the two. There are three types of social interaction namely, verbal, physical and emotional interactions, and can be described as follows:

- 1) Verbal interaction occurs when two or more people make contact with each other with articulation tools, the process occurs in the form of exchanging conversations with each other.
- 2) Physical interaction occurs when two or more people make contact using body language. For example facial expressions, body position, body movements, and eye contact.
- 3) Emotional interaction occurs when individuals make contact with each other by expressing their feelings. For example, shedding tears as a sign of sadness, emotion or even too much happiness. (Moh. Ali & Moh. Asrori, 2004)

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Social Interaction Factors

The factors that influence the ongoing social interaction, both singly and in combination, are:

- 1) Imitation factor. The imitation factor has a very important role in the process of social interaction. One of the positive aspects of the imitation factor is that it can encourage someone to obey the rules and values that apply.
- 2) Suggestion factor. The suggestion factor occurs when someone gives a view or an attitude that comes from themselves which is then accepted by another party. The suggestion process occurs if the person giving the view is an authoritative person.
- 3) Identification factors. Identification is a tendency or desire within an individual to be the same as another party. Identification is deeper than imitation, because a person's personality can be formed on the basis of the identification process.
- 4) Sympathy factor. The sympathy factor is a process where someone feels attracted to another party. In this sympathy process, feelings play a very important role, although the main impetus for sympathy is the desire to understand the other party and to cooperate with that party. (Soerjono Soekanto & Budi Sulistyowati, 2013)

Forms of Social Interaction

The forms of social interaction can be divided into five forms, namely as follows:

- 1) Cooperation. Cooperation can be interpreted as a form of social interaction when the goals of one group member are closely related to the goals of other members or the goals of the group as a whole so that each individual can only achieve the goal if other individuals achieve the goal.
- 2) Competition. Competition is a form of social interaction when an individual can achieve goals so that other individuals will be affected in achieving these goals.
- 3) opposition. Conflict is a form of social interaction when an individual or group can achieve a goal so that another individual or group will be destroyed.
- 4) Accommodation. Accommodation can be interpreted as individual efforts to relieve conflict or tension, namely efforts to achieve stability.
- 5) Assimilation. Assimilation is a social process at a continuous level, which is characterized by efforts to reduce the differences that exist between individuals or groups and is also an effort to enhance the unity of actions, attitudes and mental processes by paying attention to common interests and goals. (Luluk Khurotul Aini, Mochamad Nursalim, 2012)

Discussion Technique

The discussion technique is one of the techniques in group guidance services. Group discussions are conversations that have been planned between three or more people with the aim of solving a problem or clarifying a problem, under the leadership of a leader. In carrying out group guidance, group discussions are not only for solving problems, but also for solving problems, as well as for personal development. (Romlah, 2001)

Understanding Mosque Youth

According to Siwanto, mosque youth is an organization or forum for cooperation carried out by two or more Muslim teenagers who are related to the mosque to achieve common goals. (Siswanto, 2005) According to Ahmad Yani (2016), mosque youth are the main forum for cadre formation in the field of mosques for the younger generation. (Ahmad Yani, 2016) Risma or mosque youth is an organization that has a policy based on its own will and is relatively independent in managing the organization's household affairs and developing its members based on the established articles of association/household budget. (Asadulah al-Faruq, 2010) According to CST Kansil (2017), Mosque youth is a forum for Islamic youth that is quite effective and efficient in carrying out Islamic education activities. These youths with Muslim personality can continue the nation's hopes for noble ideals and good character in accordance with Pancasila and the 1945 Constitution, namely to prosper public welfare, educate the nation's life and participate in carrying out world order based on freedom, eternal peace. and social justice. (CST Kansil, 2017) According to Siswanto, mosque youth is an organization or forum for gathering young Muslims who use the mosque as a center of activity. (Siswanto, 2010) lasting peace and social justice. (CST Kansil, 2017) According to Siswanto, mosque youth is an organization or forum for gathering young Muslims who use the mosque as a center of activity. (Siswanto, 2010) lasting peace and social justice. (CST Kansil, 2017) According to Siswanto, mosque youth is an organization or forum for gathering young Muslims who use the mosque as a center of activity. (Siswanto, 2010)

Mosque Youth, is a terminology born from the verbal culture of society which is used to refer to a group of teenagers or young people who gather in the mosque and carry out activities aimed at making the mosque prosperous. Mosque youth are not formed managerially or deliberately by the mosque management system but are more influenced by the social factors of the mosque congregation, where the integrity of the dynamics of the mosque as an element of society requires the existence of dynamic groups who are able to build the impression that the mosque is the center of activity, hence their social processes. resulted in the establishment of the institute.

Panut Panuju et al argued that religion or religion is a fairly important part of the soul of adolescents. Some people argue that morals and religion can control the behavior of children who are teenagers towards society or contrary to religious norms. On the other hand, the absence of morality and religion is often accused of causing increased juvenile delinquency among the public. (Sudarsono, 2004) The inculcation of religious values in adolescents can be carried out in an organization carried out by youth who preach at the mosque, namely an organization commonly known as the Youth of the Mosque. The mosque is an Islamic community development institution that was established on the basis of taqwa and functions to purify the Islamic community fostered in it. (Job, 2005)

From some of the meanings above, it can be concluded that mosque youth are youth associations that carry out social activities and worship in the mosque environment. With the Youth Mosque activity, teenagers will gather in a community that maintains religious and social norms. So that the behavior of teenagers who gather in a community will form good religious character and apply socially in society. Mosque youth is now a separate community

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within the mosque. They are cadres, who also try to fortify teenagers so they don't fall into acts of delinquency that are troubling many people. Their activities are beneficial not only for their own benefit but also for the benefit of youth in general and society at large. In mosque society, teenagers have their own characteristics, different from most teenagers. They bear the names of mosques, holy places, places of worship, houses of Allah. When teenagers face problems regarding juvenile delinquency or declining moral values, mosque teenagers can show their involvement through various religious activities that are held. If the activities they offer attract attention and are widely introduced, they can invite their friends to go to the mosque, take part in activities at the mosque and even invite them to become members of the mosque. The benefits and results of mosque youth's work will be felt when they are serious and active in carrying out various activities, both at the mosque and in the community. holy place, place of worship, house of God. When teenagers face problems regarding juvenile delinquency or declining moral values, mosque teenagers can show their involvement through various religious activities that are held. If the activities they offer attract attention and are widely introduced, they can invite their friends to go to the mosque, take part in activities at the mosque and even invite them to become members of the mosque. The benefits and results of mosque youth's work will be felt when they are serious and active in carrying out various activities, both at the mosque and in the community. holy place, place of worship, house of God. When teenagers face problems regarding juvenile delinquency or declining moral values, mosque teenagers can show their involvement through various religious activities that are held. If the activities they offer attract attention and are widely introduced, they can invite their friends to go to the mosque, take part in activities at the mosque and even invite them to become members of the mosque. The benefits and results of mosque youth's work will be felt when they are serious and active in carrying out various activities, both at the mosque and in the community. Mosque youth can show their progress through various religious activities held. If the activities they offer attract attention and are widely introduced, they can invite their friends to go to the mosque, take part in activities at the mosque and even invite them to become members of the mosque. The benefits and results of mosque youth's work will be felt when they are serious and active in carrying out various activities, both at the mosque and in the community. Mosque youth can show their progress through various religious activities held. If the activities they offer attract attention and are widely introduced, they can invite their friends to go to the mosque, take part in activities at the mosque and even invite them to become members of the mosque. The benefits and results of mosque youth's work will be felt when they are serious and active in carrying out various activities, both at the mosque and in the community.

Youth Profile of Nurul Iman Mosque

The Nurul Iman Mosque was founded in 1970 by Mr. Rifai in 1970-1980 and then transferred to Mr. Bundara from 1980-2018. Next by Mr. Ridho Iswandi from 2018-2023 and now transferred again to Mr. Muhammad Fikri. This mosque youth was formed with the aim of strengthening ties of friendship both in relationships with fellow teenagers and in relationships in society. Routine recitations held by the mosque's youth are held every Friday from each resident's house who is willing. The routine Friday recitation was attended by mosque teenagers and residents. In fact, these teenagers are also active in every major Islamic

holiday and independence day, if there is a historical moment, they will hold discussions together and go to the field to ask for donations from residents.

The Effect of Group Guidance and Discussion Techniques on Youth at the Nurul Iman Mosque

This research was conducted on March 14 2023. The description of the process of implementing group guidance research using discussion techniques was carried out by explaining the results of observations during the research process. Then the results of observations that have been carried out will be explained as follows:

1) The first meeting

At the first meeting, the researcher gave an initial questionnaire (pretest) to the experimental class. This pretest was carried out on March 14 2023 with the aim of getting an initial picture of the condition of the social interaction abilities of mosque teenagers. Before distributing the social interaction questionnaire, the researcher explained group guidance, the principles of group guidance, and procedures for implementing group guidance. Then the researcher explained the questionnaire that would be distributed, the aims and objectives of the social interaction questionnaire and how to fill out the questionnaire. After the mosque youth filled out the questionnaire, the researcher continued the activity by agreeing on a contract between the researcher and the mosque youth regarding social interaction skills. The contract included activities that would take place under group guidance, agree on the time per session for how many days the guidance will be carried out. After the questionnaire was distributed, the researchers took a sample of 12 people who had low social interaction and mosque teenagers who were willing to take part in group guidance. Group guidance using discussion techniques aims to help group members combat the past in the present in order to ensure a better future.

2) Second meeting

On March 17 2023, researchers held a group guidance service using discussion techniques for the first time. In carrying out group guidance, it begins with welcoming the youth to the mosque well, greeting them, talking by asking how they are and introducing themselves and not forgetting to also foster good relations with the youth. At the stage of introduction and explanation of group guidance services, the researcher explained the meaning, purpose, principles and procedures of group guidance. The aim is for mosque youth to feel safe, comfortable and trust researchers so that guidance participants can take part in group guidance services properly. Researchers provide services using discussions with the theme "Communicate well". Each group writes several examples of communicating well that impact both themselves and others. After that, each teenager was asked to present the results of the discussion they completed, after which the researcher provided explanations and guidance. To end the group guidance meeting that day, the researcher did not forget to ask what understanding had been gained from the group guidance meeting, what feelings were experienced during the activity, and what impressions the mosque youth had gained during the activity.

3) Third meeting

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On March 25, 2023, the implementation of group guidance begins with welcoming the youth to the mosque properly, greeting, talking by asking news and not forgetting to also build good relationships with youth. Next, the researcher explained the meaning, objectives, principles and procedures for group guidance. In this third meeting the researcher discussed the topic of social life, here the researcher explained how social life is, the characteristics of social life and the benefits of social life. In the final session the researcher asked the youth of the mosque regarding the material discussed here. There was a feedback relationship between the researcher and the youth. They asked again the topic discussed from here. The researcher saw an increase after the group guidance service was provided.

4) Fourth meeting.

On April 1 2023, the implementation of group guidance begins with welcoming teenagers to the mosque properly, saying hello, talking by asking how they are and not forgetting to also build good relationships with teenagers. Next, the researcher explained the meaning, objectives, principles and procedures for group guidance. At this fourth meeting, researchers discussed the topic of the importance of social interaction, so that teenagers know the importance of social interaction, especially in educational and community environments, the negative and positive impacts when someone engages in low levels of social interaction and so that teenagers know how they should play a role in in his environment.

5) Fifth meeting

On April 9 2023, the implementation of group guidance began with welcoming teenagers to the mosque properly, saying hello, talking by asking about news and not forgetting to also build good relationships with teenagers. Next, the researcher explained the meaning, objectives, principles and procedures for group guidance. At this fifth meeting, the researcher discussed the topic of the effects and impacts of a lack of social interaction. The researcher opened the teenagers' insight into the events that could occur as a result of a lack of social interaction, trained the teenagers to be empathetic and sympathetic. After providing the material, the researcher ended the group guidance service and did not forget to ask what understanding had been gained from the group guidance meeting, what feelings were experienced during the activity,

6) Sixth meeting

On April 10 2023, as usual the group guidance process began with the researcher conducting an opening by welcoming group members well, greeting, saying hello, asking how the discussion participants were doing using sentences that made the discussion participants comfortable and not tense when carrying out the group guidance process. For this sixth meeting, the researcher conducted a posttest as well as the final stage of the treatment process. The researcher gave the questionnaire again and explained to the mosque teenagers how to fill out the questionnaire again. Here the researcher explained that this questionnaire was given to see whether the provision of group guidance services had an effect on the teenagers' social interactions.

Table

Pretest Descriptive Data

No	Name	Interaction value
1	dd	38
2	R.A	39
3	J.R	40
4	YR	42
5	SV	42
6	DJ	49
7	ZJ	50
8	HJ	51
9	JD	55
10	N.V	53
11	EN	56
12	PA	56

Pretest descriptive data shows that the social interaction of mosque youth is still relatively low, namely 38-56.

Table
Posttest Descriptive Data

No	Name	Interaction value
1	dd	71
2	R.A	71
3	J.R	72
4	YR	75
5	SV	77
6	DJ	80
7	ZJ	81
8	HJ	81
9	JD	84
10	N.V	85
11	EN	86
12	PA	88

Posttest data shows that the social interaction skills of mosque youth have increased. The posttest descriptive data shows that the social interaction of mosque youth is still relatively high, namely 71-88. And the data analysis design is used to facilitate the writer in scoring the research results. The weight in each aspect of the assessment has been carefully considered according to the weight of the question. The sum of the scores will be used as a benchmark for calculating grades.

Learning assessment analysis can be obtained from the results of calculating pretest and posttest scores. The acquisition of pretest and posttest scores is carried out in several stages. The initial stage is the pretest activity, and the final stage is the posttest activity. After the trial

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is underway, it is used clearly, and data is obtained using the research methods and techniques that have been chosen. The data analysis design for pretest and posttest scores is as follows.

Paired Samples Statistics Test

Calculate the mean of the difference in pretest and posttest results

Table
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Interaction Pretest	47.58	12	6,947	2,006
	Interaction Posttest	79.25	12	6,002	1,733

Here there is a difference in the pretest and posttest scores, the pretest scores are 47.58 and the posttest scores are 79.25. It can be concluded that there is an increase.

Table
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Interaction Pretest & Interaction Posttest	12	.979	,000

The paired sample correlation here has a very high correlation of 979. Based on the t test output table, a sig value = 0.000 is obtained, which means it is smaller than a 0.05, thus H0 is rejected and Ha is accepted.

Wilcoxon Signed Rank Test test.

The following is the Wilcoxon Signed Rank Test test formula used in research which will produce data in the form of descriptive statistics, pretest and posttest rankings, as well as the results of the Wilcoxon Signed Rank Test which will produce hypothesis tests, so the formula can be seen as follows:

Information:

μ_{wr} : Wilcoxon range/average

Sp: positive ranking

sn: negative ranking

sigma t: number of rankings from negative difference values

zw : table z is to test the z score

Table
Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Interaction Posttest - Interaction Pretest	Negative Ranks	0a	.00	.00
	Positive Ranks	12b	6.50	78.00
	Ties	0c		
	Total	12		

Here the mean rank is Wilcoxo before treatment 0.00 and after treatment 6.50 here we can conclude there is an increase.

Table
Test Statistics

	Interaction Posttest - Interaction Pretest
Z	-3.075b
asyp. Sig. (2-tailed)	.002

This test statistics has a value of Z-3.075 with Asymp.sig 0.02, which means Ho is rejected, this means there is an influence from the existence of discussion technique group guidance services.

Conclusion

Based on the research results, it can be seen that the level of social interaction of teenagers at the Nurul Iman Mosque, before being given treatment, was still in the low category, which was in the range of 47 to 56. This situation is clearly different from the situation after being given group guidance services using discussion techniques. Teenagers experience increased social interaction which can be seen from the scoring of the posttest questionnaire results. This increase is like 47.58 to 79.25. The results of this research can be proven using the SPSS test. The hypothesis test used is the Wilcoxon signed rank test, the research produces data in the form of descriptive statistics, pretest and posttest rankings, as well as the results of the Wilcoxon signed rank test which will produce a hypothesis test. Based on this test, the results show that the asymp.

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